



## Lake View Middle

POB 744

Lake View, SC 29563

<b>Grades</b>	5-7 Middle School	
<b>Enrollment</b>	218 Students	
<b>Principal</b>	Van T. Gaffney, Sr.	843-759-3005
<b>Superintendent</b>	Stephen Laird	843-759-3001
<b>Board Chair</b>	Earl Gleason, Jr.	843-464-2288

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Below Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

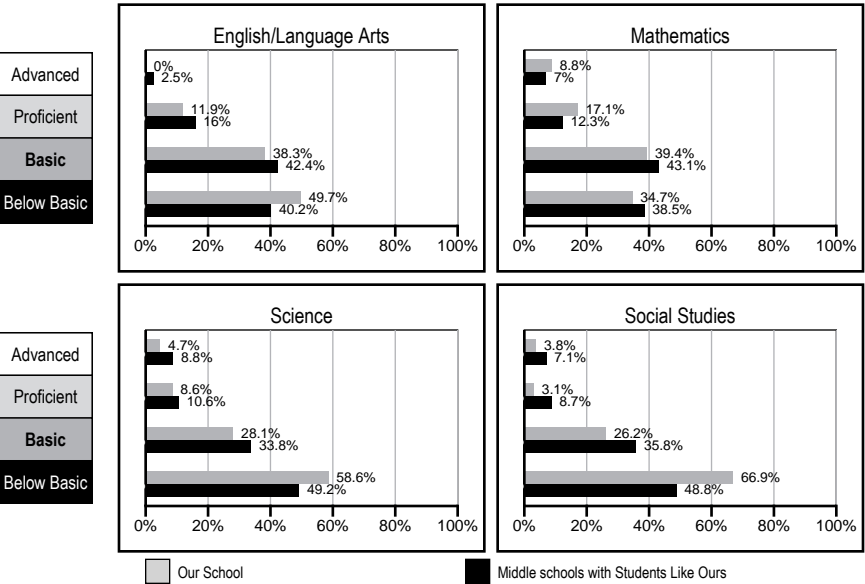
94.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	11	27

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	91.8
English 1	0	90.9
Physical Science	0	10.5
All Subjects	0	89.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=218)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	12.5%	19.4%
Retention rate	5.4%	Up from 2.0%	2.9%	1.8%
Attendance rate	96.8%	Down from 97.1%	95.1%	95.8%
Eligible for gifted and talented	4.8%	Down from 6.1%	10.2%	15.3%
With disabilities other than speech	18.8%	Up from 11.7%	14.0%	12.9%
Older than usual for grade	10.1%	Up from 4.1%	5.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=14)</b>				
Teachers with advanced degrees	21.4%	No Change	53.4%	55.0%
Continuing contract teachers	57.1%	Down from 64.3%	58.7%	70.6%
Teachers with emergency or provisional certificates	18.2%	Up from 10.0%	13.0%	5.4%
Teachers returning from previous year	83.3%	Up from 80.6%	78.9%	83.4%
Teacher attendance rate	94.8%	No Change	94.9%	94.9%
Average teacher salary	\$37,249	Up 4.0%	\$44,195	\$44,706
Professional development days/teacher	15.3 days	Up from 11.6 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	2.0	3.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 19.6 to 1	18.3 to 1	20.1 to 1
Prime instructional time	87.4%	Down from 88.5%	88.5%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	95.6%	Up from 58.4%	95.3%	98.0%
Character development program	Below Average	No Change	Good	Good
Dollars spent per pupil*	\$8,065	Up 6.4%	\$7,604	\$7,097
Percent of expenditures for instruction*	50.5%	Down from 51.5%	64.1%	64.4%
Percent of expenditures for teacher salaries*	45.9%	Down from 46.8%	59.0%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Lake View Middle incorporates grades, five, six, and seven. We believe our entire school had a positive and productive year during 2007-2008. Lake View Middle has implemented a number of programs, plans and activities in order to improve PACT readiness and scores.

Our students were involved in many activities that benefited them and the community. One such service-learning project was the Pennies for Patients fundraiser. Activities were conducted to raise money for cancer research. Participating in St. Jude Math-a-thon, students were able to improve math skills and raise money for St. Jude Hospital, which treats seriously ill children at no charge. We also participated in the March of Dimes programs.

Our Academic Challenge team participated in many competitions with area schools. Their performance was a credit to our school and community. We implemented MAP (Measures of Academic Progress) focus groups to help with individualized instruction.

Forty-two of our 200 students were enrolled in the after-school programs this year. This program provided additional instruction, which enabled students to perform better in the classroom.

Our Family Night Program was very successful. Using standards-based instruction, our students and parents completed a beautiful mural of the school. These activities and programs have helped create a better atmosphere and successful programs for the parents and students.

At Lake View Middle, we continuously strive to create a climate of academic excellence for our students. No Excuses, Striving for Excellence.

Van T. Gaffney, Sr., Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	65	57
Percent satisfied with learning environment	54.5%	64.6%	67.9%
Percent satisfied with social and physical environment	45.5%	64.6%	55.4%
Percent satisfied with school-home relations	18.2%	84.6%	58.9%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 12 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	199	99	49	38.5	12	0.5	21.4	30.9	48.2	No	Yes
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Gender

Male	92	98.9	60.2	36.4	3.4	0	10.2	25	41.7	N/A	N/A
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Female	107	99.1	39.4	40.4	19.2	1	30.8	36.3	55	N/A	N/A
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Racial/Ethnic Group

White	93	100	40.9	46.2	12.9	0	26.9	41.9	60	No	Yes
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African American	91	97.8	62.1	27.6	9.2	1.1	13.8	19.8	31.7	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
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American Indian/Alaskan	12	100	20	70	10	0	20	28.6	47	I/S	I/S
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Disability Status

Disabled	41	100	92.7	4.9	0	2.4	2.4	7.9	16	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	154	98.7	54.7	38.5	6.1	0.7	13.5	24	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	199	99	33.9	39.6	17.7	8.9	39.1	40.5	45.8	No	Yes
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Gender

Male	92	98.9	36.4	42	17	4.5	29.5	34.8	45.6	N/A	N/A
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Female	107	99.1	31.7	37.5	18.3	12.5	47.1	45.8	45.9	N/A	N/A
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Racial/Ethnic Group

White	93	100	28	37.6	21.5	12.9	47.3	52.9	59	Yes	Yes
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African American	91	97.8	41.4	40.2	14.9	3.4	28.7	28.1	26.9	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
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American Indian/Alaskan	12	100	30	60	0	10	40	42.9	46.2	I/S	I/S
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Disability Status

Disabled	41	100	68.3	24.4	7.3	0	12.2	12.7	17.1	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	154	98.7	41.2	37.8	16.2	4.7	33.8	34.8	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	132	100	58.6	28.1	8.6	4.7	13.3	21.3	35.7	96.8	95.6
Gender											
Male	61	100	55.9	28.8	11.9	3.4	15.3	24	37.4	96.1	95.7
Female	71	100	60.9	27.5	5.8	5.8	11.6	19	33.8	97.3	95.6
Racial/Ethnic Group											
White	65	100	44.6	35.4	15.4	4.6	20	32.7	49.2	96.8	95.1
African American	59	100	75.4	17.5	1.8	5.3	7	11.2	17	96.9	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.8	97.8
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	78.7	91.1
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.6	93.7
Disability Status											
Disabled	24	100	87.5	8.3	4.2	0	4.2	7.9	14	96.8	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	78.7	92
Socio-Economic Status											
Subsidized meals	101	100	68.4	24.5	5.1	2	7.1	15.6	21.1	96.4	95.4

Social Studies

All Students	135	100	66.4	26	3.8	3.8	7.6	19.7	34	96.8	95.6
Gender											
Male	67	100	70.3	23.4	0	6.3	6.3	19.5	36.6	96.1	95.7
Female	68	100	62.7	28.4	7.5	1.5	9	19.8	31.3	97.3	95.6
Racial/Ethnic Group											
White	64	100	59.4	31.3	4.7	4.7	9.4	27.6	44.5	96.8	95.1
African American	59	100	77.6	17.2	3.4	1.7	5.2	12.8	19.1	96.9	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.8	97.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	78.7	91.1
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.6	93.7
Disability Status											
Disabled	31	100	77.4	19.4	3.2	0	3.2	12.5	14.4	96.8	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	78.7	92
Socio-Economic Status											
Subsidized meals	106	100	71.6	21.6	3.9	2.9	6.9	18.1	21	96.4	95.4

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	68	98.5	54.8	35.5	9.7	0	9.7
	6	71	100	55.1	26.1	17.4	1.4	18.8
	7	52	100	43.2	40.9	15.9	0	15.9
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	62	100	45.9	45.9	6.6	1.6	8.2
	6	67	97	50	32.8	17.2	0	17.2
2008	7	70	100	50.7	37.3	11.9	0	11.9
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	68	98.5	33.9	56.5	6.5	3.2	9.7
	6	71	100	29	39.1	15.9	15.9	31.9
	7	52	100	13.6	52.3	15.9	18.2	34.1
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	62	100	44.3	36.1	14.8	4.9	19.7
	6	67	97	29.7	31.3	26.6	12.5	39.1
2008	7	70	100	28.4	50.7	11.9	9	20.9
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	34	97.1	65.5	31	0	3.4	3.4
	6	36	100	62.9	20	11.4	5.7	17.1
	7	52	100	56.8	34.1	9.1	0	9.1
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	30	100	65.5	24.1	10.3	0	10.3
	6	32	100	59.4	21.9	9.4	9.4	18.8
2008	7	70	100	55.2	32.8	7.5	4.5	11.9
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	33	100	78.1	18.8	3.1	0	3.1
	6	35	100	29.4	61.8	5.9	2.9	8.8
	7	52	100	68.2	27.3	4.5	0	4.5
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	32	100	75	9.4	6.3	9.4	15.6
	6	33	100	40.6	50	6.3	3.1	9.4
2008	7	70	100	74.6	22.4	1.5	1.5	3
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

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I/S–Insufficient Sample